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ABSTRACT

Summaries of activities and tentative findings of six research projects conducted by the National Center on Effective Secondary Schools are presented in this report. Names of the six projects are: Clearinghouse on Academic Achievement; Noninstructional Influences on Adolescent Engagement and Achievement; The Stratification of Learning Opportunities in Middle and High Schools; Higher Order Thinking in the High School Curriculum; Research on Programs and Policies Affecting At-Risk Youth; and Alternative Structures and the Quality of Teachers' Worklife. Lists of institutional functions and publications are included. (LMI)

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II. **PUBLICATIONS**

I. Progress Report, June 1, 1990-August 31, 1990

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PROJECT 1. CLEARINGHOUSE ON ACADEMIC ACHIEVEMENT

Principal Investigator: Fred M. Newmann
Project Staff: Lorene Folgert, Madge Klais, Anne Lockwood

Summary of Activities

The publication of syntheses and the bibliography were completed in the last quarter. Because of many requests for the bibliography, an additional 200 have been printed. During this quarter, 52 copies have been mailed in response to requests.

Madge Klais has left the staff, and Lori Folgert has assumed the responsibility for maintaining the library and mailing copies of requested documents.

PROJECT 2. NONINSTRUCTIONAL INFLUENCES ON ADOLESCENT ENGAGEMENT AND ACHIEVEMENT

Principal Investigators: B. Bradford Brown and Laurence Steinberg
Project Coordinator: Susie D. Lamborn
Project Staff: Diane Kohrs, Elizabeth Kraemer,
Nina Mounts, Mark Philipp, Joy Wiggert

Summary of Activities

The cleaning, coding, and data entry of information from the last survey (Spring 1990) from the California schools are completed. The surveys are currently in the scanning stage at the scanning company location. We expect to receive these data in late September. Data entry of self-report crowd membership and the data from the social type rating interviews for both the California and Wisconsin schools are complete.

Tentative Findings

We compared levels of academic effort and values of four groups of students differing in both achievement level and involvement in school misconduct: nondelinquent high achievers, delinquent high achievers, nondelinquent low achievers, and delinquent low achievers. As we expected, there were clear distinctions in academic outcomes for students with high grades who varied in their involvement in school misconduct, even after controlling for the effects of SES. Compared to the delinquent high achievers, nondelinquent high achievers report higher engagement in learning, have a stronger orientation towards school, feel more strongly bonded to teachers, and have higher academic self-esteem. They also have a stronger work orientation and suffer from fewer psychological and somatic symptoms. The analyses indicate that students' willingness to participate in school misconduct is a sign of a broader devaluing of the educational process, regardless of adolescent achievement levels.

For the most part, delinquent high achievers and nondelinquent low achievers have outcomes that are weaker than the nondelinquent high achievers but stronger than the delinquent low achievers. Compared to the nondelinquent low achievers, the delinquent high achievers have higher educational aspirations, spend more time on homework, have higher self-esteem, and are more self-reliant. However, they are also lower on several important indicators of school involvement: academic engagement, school orientation, and bonding to teachers.

Individuals who participate in school deviance appear not to value school or to take it seriously when compared to nondelinquent peers, even when their performance levels are high. These high-achieving but deviant students are providing schools and parents with desired academic competence and many of their deviant activities are likely to go undetected or to be overlooked. These students do well academically, but how well they are learning is questionable.

Deliverables

We are currently working on the three final deliverables:

1. Practitioners' report based on year 1 findings. This report will take the form of a chapter for a book on engagement that the whole Center is working on together.

2. Final report of the project titled "Noninstructional influences on academic achievement and student engagement." This will be a more elaborate version of the book chapter with statistical details.

3. Report of longitudinal findings. We have begun longitudinal analyses examining lagged effects of three parenting dimensions (parental encouragement, parental involvement in schooling, and parenting style) on various school outcomes (e.g., GPA, engagement, orientation to school, academic self-esteem).

PROJECT 3. THE STRATIFICATION OF LEARNING OPPORTUNITIES IN MIDDLE AND HIGH SCHOOL

Principal Investigators: Adam Gamoran and Martin Nystrand
Project Staff: Mark Berends, Dae-dong Hahn

Summary of Activities

This quarter was devoted mainly to two activities: writing and presenting papers at professional meetings, and improving the coding of our ninth-grade observational data for use in multivariate analyses. We are also working on our chapters for the Center book on engagement. These chapters will be finished this fall. One will explain the importance of authentic discourse for student engagement and achievement. The second will show how ability grouping structures students' opportunities for engaging instruction.

Tentative Findings

As indicated last quarter, Gamoran revised the June deliverable "Access to excellence: Assignment to honors English classes in the transition to high school" for presentation at the August meeting of the American Sociological Association. The revised version, which is included with our progress report, adds new information. One important contribution is that it quantifies the impact of eighth-grade track assignment for ninth-grade placement. High-achieving students were more than 80% likely to end up in the honors ninth-grade class if they had belonged to a high-ability class in eighth grade, but their chances were less than 45% if they had not already obtained that rank. Based on comments received at the meetings, this paper is undergoing further revisions prior to submission for publication.

Findings from Berends' paper "High school tracking and students' school orientations," which was presented at the same conference, were described in our first quarter 1990 progress report.

Gamoran also presented his paper with Nystrand, "Tracking, instruction, and achievement" at the World Congress of Sociology in July. The paper reports that differences in the quality of instructional discourse and in student responses to instruction account for about 25% of the high-track advantage and 35% of the low-track disadvantage, compared to students in "regular" classes, in eighth-grade English. This paper is included with our progress report as a draft.

In June, Gamoran presented "Authentic discourse in a nonformal educational setting: The Jewish summer camp" at the annual meeting of the Research Network on Jewish Education. This paper argues that the structure of nonformal settings such as the summer camp is more conducive to authentic discourse than traditional schools. The results of an observational study are consistent with this claim, showing, for example, that instructors in a camp "lesson" asked over 60% authentic questions, compared to only 11% of the questions in our study of eighth-grade English classes. This paper is also included as a draft.

PROJECT 4. HIGHER ORDER THINKING IN THE HIGH SCHOOL CURRICULUM

Principal Investigator: Fred M. Newmann
Project Staff: Dae-Dong Hahn, Bruce King, Jim Ladwig,
Don Libby, Fran Schrag

Summary of Activities

Final stages of data analysis have begun as we examine the relationship of classroom thoughtfulness to student achievement and to student engagement, and the role of teachers' thinking, school organization, and leadership in the promotion of classroom thoughtfulness.

Project staff met in June to outline final writing projects which include a prospectus for a monograph on the project and articles on student achievement (Newmann), barriers and teacher thinking (Onosko), and organization and leadership (Ladwig and King).

We developed a symposium proposal for the AERA Special Interest Group on Research in Social Studies Education for the April 1991 conference.

Newmann completed "The Prospects for Classroom Thoughtfulness in High School Social Studies" for publication as a chapter in C. Collins & J. N. Mangieri (Eds.), Building the Quality of Thinking In and Out of Our Schools in the Twenty-First Century. Hillsdale, NJ: Lawrence Erlbaum Associates.

Tentative Findings

1. Student Engagement. Classroom thoughtfulness is strongly associated with student engagement. In addition to the several points made by Stevenson in his dissertation on phase I data, phase II and phase III now offer the following additional support for this association (analyses of phase III qualitative data are not yet completed).

> (a) Observers rated the level of thoughtfulness and also the level of student engagement for 479 lessons in 16 high schools (all three phases of the study). The correlation between the two was .57.
>
> (b) Students indicated how engaged they were in their social studies class and how much it challenged them. The correlation between these ratings was .55 (N = 1315 students in 11 high schools, phases II and III of the study). The same survey for eighth graders in 16 schools produced a correlation of .66 (N = 1819).
>
> (c) Comparing the top 25% to the bottom 25% of the classes on observer-rated engagement, we found that students in the top classes reported significantly more cognitive challenge (about 1 point on a nine-point scale or about half a standard deviation). Conversely, comparing the top 25% to the bottom 25% of the classes on observer-rated classroom thoughtfulness, students in the more thoughtful classes

reported more engagement (more than half a point on a nine-point scale, or about .3 standard deviation). (Phase III data, N = 20 classes)

(d) When students indicated which subjects (English, social studies, science, math) they found most engaging and most challenging, the four correlations ranged from .60 to .69 (N = 48 students, phase III only).

(e) Students were asked to rate how quickly time passed and how hard they were challenged to think while participating in five different cognitive tasks (e.g., justifying or defending your answer or opinion; recalling facts; describing your experiences). Correlations between engagement and challenge on four of five items ranged between .36 and .47 (N = 48 students, phase III only).

Although we have not been able to demonstrate that cognitive challenge actually causes engagement, these findings are consistent with that interpretation.

2. Student Achievement. In Phase III, students were given a pretest and posttest asking them to state in writing and to persuasively defend their views on the constitutionality of certain actions by school authorities, based on reading material given with each test. The pretest involved principal censorship of a school newspaper; the posttest involved a locker search by the principal. We found (a) no overall improvement from pre- to posttest; and (b) that after controlling for several background factors and the pretest, classroom thoughtfulness was not related to students' scores on the posttest.

These findings call for interpretation that we are beginning to formulate. The over-all lack of improvement is not surprising, because none of the classes focused instruction on persuasive writing about constitutional issues. Instead, the classes we observed dealt with more familiar social studies content, especially knowledge of historical events, institutions, and trends. Since the test calls for complex skills and in-depth understanding, we would not expect students to improve without some instruction related to the exercise (we are studying the possibility that the posttest was generally more difficult for students than the pretest).

Our indicators of classroom thoughtfulness assessed neither the teaching of persuasive writing nor constitutional understanding, but we were interested, nevertheless, in whether the general qualities of careful thought they did detect might enhance student performance on the constitutional writing exercise. Phase II data supplied surprisingly affirmative findings on this issue, for even after controlling for several background factors (including student grade-point average and ability level of class), as well as for pretests of social studies knowledge, and for general writing ability, classroom thoughtfulness was strongly associated with the posttest score. In phase III, controlling for student background, but not for the new, more rigorous pretest, we also found that student posttest score was associated with classroom thoughtfulness, consistent with phase II findings. But when we added the nearly identical pretest to the phase III regressions, the effect of classroom thoughtfulness disappeared.

Apparently, classroom thoughtfulness as we have defined it offers no special benefits for student success in writing persuasively on constitutional issues beyond what would be predicted through a pretest score on a similar exercise. The most likely reason for this is that our indicators of classroom thoughtfulness simply did not detect specific kinds of instruction relevant to success on the task. The best predictors of student success were the student's grade-point average, pretest score, ability level of the class, and the grade level of the class (9-12)--all of which showed about equal impact (standardized regression coefficients of about .2). But even with all these variables (plus student sex and race and parental education) in the regression, only 38% of the variance in posttest scores was explained. There is much to learn about what contributes to student success in writing persuasively on constitutional issues when instruction focuses on other matters.

Given the strong association between cognitive challenge and engagement, it is possible that classroom thoughtfulness might have a stronger relationship to achievement when tested more conventionally in social studies classes. That is, if students are more engaged in the more thoughtful classrooms, presumably they would learn more of whatever is taught. We will explore ways of using other data to investigate this.

Deliverables

We promised two deliverables at the end of this project (see p. 27 of Application for Continuation, September 26, 1989): a "monograph" on the prospects for HOT in high school social studies and an article on organizational innovation and higher order thinking. The latter will be completed by Jim Ladwig and Bruce King. For the former, we are pursuing the possibility of a book-length monograph but, at this date, have no commitment from a publisher. To insure that a general summary of the project consistent with this theme is delivered to OERI by the end of the grant, we will submit the following three documents as the "monograph" deliverable: Newmann's chapter in the Collins book listed in Summary of Activities; Newmann's chapter on the HOT project in the Center book (Ch. 5 "Higher Order Thinking and the Prospects for Classroom Thoughtfulness"), which will also include material on student engagement; and an article by Onosko on Barriers to Higher Order Thinking in High School Social Studies.

PROJECT 5. RESEARCH ON PROGRAMS AND POLICIES AFFECTING AT-RISK YOUTH

Principal Investigator: Gary Wehlage
Project Staff: Lorene Folgert, Don Libby,
Pauline Lipman, Greg Smith

Summary of Activities

This quarter has been devoted to analyzing quantitative and qualitative data from the Casey Foundation's New Futures project. A portion of the second year of longitudinal cohort data has been prepared and will soon be made available for all four districts. This permits comparison between 1988-89 and 1989-90 on a number of variables. Available at this time are data on enrollment, attendance, achievement (reading and math), and suspensions for all district schools as well as those taking part in the New Futures Initiative. Yet to be made available are data on dropouts, course failures, and retentions because of the need to analyze summer school results to accurately report on these variables. The Management Information Systems that were developed as part of the initiative are functioning very well, and few serious problems were encountered in generating the data.

An effort was made to further clarify and conceptualize the standards used to evaluate institutional change in New Futures schools. The enclosed paper, "A Good School," was written to provide a clearer vision of what New Futures hopes to achieve in school reform and restructuring. This paper is not a deliverable but it is enclosed for your information. It will be revised and submitted for publication.

Tentative Findings

"A Good School" offers a set of seven standards that form criteria for judging the extent to which schools are making substantive changes likely to improve the quality of school for students and teachers. The seven standards for school reform are school membership for students, engagement in intellectually challenging curriculum, authentic assessment of academic achievement, moral commitment to at-risk students, reflection by educators, empowerment of staff, and strengthened school resources.

Deliverables

The above standards will be used to organize data that have been gathered during the past two years into a paper of major findings across the four New Futures sites. This paper will be the final deliverable from the project to OERI.

Also enclosed is the final report on the Oakland academies, "Providing Options for At-Risk Youth: The Health and Media Academies in Oakland." This was submitted by staff from the Far West Lab as a deliverable from their subcontract (originally due November 30, 1989).

A number of conversations were held between Larry Guthrie and Wehlage about the contents of the report. Specifically, it was agreed there was a need to have longitudinal data for students in the academies. The purpose was to compare academy students with non-academy students on outcome measures and to determine the dropout rate within the academies. Some of these data are found in the report, but the authors had great difficulty obtaining information from the schools, and there gaps in the report. For example, achievement scores could not be obtained; dropout data were not made available. These limitations and the absence of rich ethnographic descriptions have led us to conclude that this report is not of publishable quality.

PROJECT 6: ALTERNATIVE STRUCTURES AND THE QUALITY OF TEACHERS' WORKLIFE

Principal Investigator: Karen Seashore Louis
Project Staff: Stewart Purkey, Sheila Rosenblum,
Richard Rossmiller, BetsAnn Smith

Summary of Activities

Project staff met in Minneapolis, for a two and a half day analysis seminar, on June 13-15. The discussion focused on analysis of the survey data and the implications for proposed papers/chapters, on the final two teaching case studies, and on plans for a Center newsletter. Authors of various papers also met in small groups. In addition, Richard Rossmiller, Sheila Rosenblum, Karen Seashore Louis, and BetsAnn Smith met in Minneapolis on September 5 and 6 to make final preparations to produce the final report chapter on school leadership and teacher quality of work life.

Tentative Findings

Preliminary findings from the survey data:

(1) Internal reliability of the seven scales to measure Teacher Quality of Worklife (TQWL) was confirmed (Cronbach $\alpha \geq .6$ or above).

(2) A slightly revised model was used to analyze the relationship between the TWQL variables and teacher engagement. Based on our qualitative data and previously reviewed theory, respect was treated as a possible contributor to, rather than the defining criterion for, other aspects of TQWL, and correlations from .35 to .58 supported this. Similarly, supportive principal leadership was also viewed as contributor to TQWL. A canonical correlation between respect/principal support and the TQWL dimensions produced a coefficient of .78. There were about 300 teachers in these analyses.

(3) Regressions indicate that TQWL dimensions do have some impact on teachers' attitudinal engagement. The most critical TQWL features are effective feedback on performance, opportunity to use and develop skills, respect, and level of resources.

(4) Teachers who report high TQWL are much more likely to have a higher sense of efficacy and less likely to have negative attitudes about student behavior and academic potential. In the regressions, all TQWL dimensions were associated with sense of efficacy, and four of the seven related to negative attitudes toward students: perceived influence, feedback, level of resources, and congruence between personal and school goals.

(5) Behavioral engagement (measured by the amount of time that teachers work outside of their contract time) was viewed as a function of attitudinal engagement, TQWL, attitudes

about student potential and sense of efficacy, but regression indicated relatively weak connections (R^2 = .12).

(6) According to an analysis of variance, teachers in schools with a high proportion of low SES students experience generally lower TQWL: the differences are significant for respect, collegiality, level of resources, and feedback. Teachers in these schools also have a lower sense of efficacy and more negative attitudes about students. There was no difference in level of perceived influence, the ability to use and develop skills, or goal congruence. However, proportion of low SES students was not associated with teacher attitudinal or behavioral engagement.

(7) The more radical the restructuring of the school, the higher the level of TQWL, for all six dimensions.

Deliverables

The two teaching cases, which compare problems of restructuring to improve teachers' work in new and existing schools, are enclosed as DRAFT deliverables. After being reviewed, they will be revised and enclosed as final deliverables by the end of the next quarter.

INSTITUTIONAL FUNCTIONS

Fred M. Newmann, Gary G. Wehlage,
Anne Turnbaugh Lockwood, Deborah M. Stewart
Don Libby

Governance-Administration

There have been no major issues to consider regarding governance or administration of the Center. A no-cost extension for three months has been requested from OERI to complete the work.

Newmann has worked with principal investigators to coordinate writing of the final monograph.

As a result of discussions with principal investigators and Richard Wallace, Chair of the National Advisory Panel, we have decided to alter the format for receiving National Advisory Panel help this year. Panel members will be invited to evaluate parts of the book and final report. Emphasis will be placed on written reviews and phone conversations, and in addition a meeting will be held sometime between November and January to discuss panel members' reactions. Since the book and final report will summarize the Center's five year's of work, the Panel's evaluation of these will constitute an evaluation of the Center.

Dissemination

The first Fall newsletter has been completed and will be mailed in early October. Its topic: Restructuring and Quality of Teachers' Worklife. Karen Seashore Louis wrote the lead article "The Problem of Teachers' Work" and a "Summary Discussion of Key Findings" from the project. Lockwood edited two cases of schools in the study from material developed by Sheila Rosenblum and Richard Rossmiller.

Lockwood wrote two brief summaries of research syntheses that will be published in the NASSP Bulletin this fall. One describes Curry's synthesis on learning styles; the other, Slavin's synthesis on ability grouping in secondary schools.

R & D Preview will publish a summary of Slavin's synthesis this fall. Educational Research Service's Bulletin (September 1990) featured Slavin's synthesis in a brief feature article.

Educational Leadership will highlight Curry's synthesis at the end of an article by her that will be published this fall.

Wehlage's presentation in Smithtown, RI, was the subject of a feature article in The Regional Lab Reports (June 1990). The article, "Make Achievement Authentic," described the first phase of the at-risk students project's research in special schools for at-risk students.

The paper "Staff Development for Higher Order Thinking: A Synthesis of Practical Wisdom" by Fred Newmann, Joseph Onosko, and Robert Stevenson was published in The Journal of Staff Development, 11(3), 48-55 (summer 1990).

Fred Newmann made a presentation on authentic assessment to an institute of the National Center for Effective Schools Research and Development, Chicago, June 22.

Adam Gamoran and Mark Berends made presentations and presented papers as follows:

Gamoran, A. (1990, June). Authentic discourse in a nonformal educational setting: The Jewish summer camp. Paper presented at the annual meeting of the Research Network on Jewish Education, New York.

Gamoran, A., & Nystrand, M. (1990, July). Tracking, instruction and achievement. Paper presented at the World Congress of Sociology, Madrid.

Gamoran, A. (1990, July). The variable effects of tracking: Productivity and inequality in American high schools. Presentation to the Centre for Educational Sociology, Edinburgh.

Gamoran, A. (1990, August). Access to excellence: Assignment to honors English classes in the transition to high school. Paper presented at the annual meeting of the American Sociological Association, Washington, DC.

Berends, M. (1990, August). High school tracking and students' school orientations. Paper presented at the annual meeting of the American Sociological Association, Washington, DC.

Karen Seashore Louis and Matt Miles' book, Improving the urban high school: What works and why, was published by Teachers College Press.

National Leadership

Fred Newmann discussed our work on student engagement and other issues in advising the National Center on Education Statistics on areas to include in the 1992 follow-up of NELS:88, Washington, DC, June 4.

Newmann consulted with teams of teachers and administrators from six districts as part of Project 2061's development of curriculum models. On July 5, 9, and 23 he addressed the topics of social studies, assessment, and organizational restructuring during the Project's summer institute in Madison, WI.

Newmann consulted with the CHART project funded by the Rockefeller Foundation on the issue of authentic assessment, Philadelphia, July 26 and 27. The Philadelphia project involves interdisciplinary efforts to bring humanities into the teaching of high school history.

Wehlage conducted a two-day workshop for the Oakland, CA, Media Academy teachers to help their staff develop intervention strategies for at-risk students on August 27-28, in Tahoe, NV.

Rossmiller attended meetings of the National Council of Professors of Educational Administration, August 12-16, at California State University, Los Angeles, CA.

II. Publications

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II. Publications

A. Deliverable Products:

Project 5. Research on Programs and Policies Affecting At-risk Youth

Guthrie, L. F., Guthrie, G. P., van Heusden, S. (1990). Providing options for at-risk youth: The Health and Media Academies in Oakland. Final Report. San Francisco: Far West Laboratory for Educational Research and Development.

Project 6: Alternative Structures and the Quality of Teachers' Worklife

Rosenblum, S., Rossmiller, R., Louis, K., & Smith, B. (1990). A tale of two schools and teachers' work: Reforming a traditional school--designing a new school. Madison, WI: National Center on Effective Secondary Schools. (DRAFT)

B. Other Publications:

Project 2. Noninstructional Influences on Adolescent Engagement and Achievement

Lamborn, S. D., & Steinberg, L. Emotional autonomy redux: Revisiting Ryan and Lynch. Madison, WI: National Center on Effective Secondary Schools. (Submitted for Publication)

Project 3. The Stratification of Learning Opportunities in Middle and High School

Berends, M. (1990). High school tracking and students' school orientations. Madison, WI: National Center on Effective Secondary Schools. (Submitted for publication)

Gamoran, A. (1990). Access to excellence: Assignment to honors English classes in the transition from middle to high school. Madison, WI: National Center on Effective Secondary Schools. (DRAFT)

Gamoran, A. Authentic discourse in a nonformal educational setting: The Jewish summer camp. Paper presented at the annual meeting of the Research Network on Jewish Education, New York, June 1990. (DRAFT)

Gamoran, A., & Nystrand, M. (1990, July). Tracking, instruction, and achievement. Paper presented at the Word Congress of Sociology, Madrid, Spain, July 1990. (DRAFT)

Project 5. Research on Programs and Policies Affecting At-risk Youth

Wehlage, G., Lipman, P., & Smith, G. (1990, August). A good school. Madison, WI: National Center on Effective Secondary Schools. (DRAFT)